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ABSTRACT

This guide provides descriptions of the social studies courses that are offered in Florida schools for students in grades six through eight. Specifically, the guide presents broad guidelines for course content and outcomes and is intended to assist educators in developing specific instructional plans for given subject areas. The guide is designed to ensure instructional consistency within academic disciplines among Florida's middle/junior high schools. The following types of social studies courses are covered in the guide: United States history, Florida history, geography, social studies, civics, law studies, and world cultures. The curriculum framework for each course contains three sections. The first, headed "Major concepts/content," provides a statement of the purpose of the course and a listing of the course topics or content. Items in the second section, "Intended outcomes," describe the knowledge and skills the students are expected to have once the course has been successfully completed. The third category, "Special note," provides additional information about a course such as legal requirements, laboratory activities, or exploratory guidelines. (DB)

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CURRICULUM FRAMEWORKS

For Grades 6-8 Basic Programs

1990 EDITION

VOLUME VIII: SOCIAL STUDIES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Florida Department of Education
Division of Public Schools
Bureau of Elementary and Secondary Education

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Introduction to Middle/Junior-High-School Curriculum Frameworks (Grades 6-8)

Definition. Curriculum frameworks for grades 6-8 are descriptions of the courses that are listed in the Course Code Directory and Instructional Personnel Assignments, published annually by the Florida Department of Education. The curriculum frameworks are broad guidelines for course content and outcomes and are intended to assist educational personnel in developing specific instructional plans for given subject areas. Their purpose is to ensure instructional consistency within academic disciplines among Florida's middle/junior-high schools.

History. In 1984, the Legislature provided funds to the Department of Education to develop, maintain, and revise curriculum frameworks for mathematics, science, language arts, and social studies courses offered in grades six through eight. Specific requirements are specified in Section 230.2319(5)(e)(f), Florida Statutes, as part of the Florida Progress in Middle Childhood, Education Program Act (PRIME). The law is as follows:

> ....By June 30 1986, the Department of Education in conjunction with local school districts and laboratory schools,shall develop curriculum frameworks for each course in the basic subject areas of mathematics, communication, science, and social studies in grades 6,7,and 8 included in the course code directory. A curriculum framework is a set of broad guidelines which aids educational personnel in the production of specific,instructional plans for a given subject or area of study. Each curriculum framework developed by the department must be approved by the State Board of Education.
>
> By June 30,1987, the Department of Education, in conjunction with local school districts and laboratory schools, shall develop common course offerings in the 1987-1988 course code directory.....

Because of this legislation and the need for a structure that would enable school districts to design and develop consistent instructional programs, the Division of Public Schools in the Florida Department of Education in cooperation with school districts undertook the effort to develop the curriculum frameworks for middle/junior-high school mathematics, science, language arts, and social studies courses courses in programs. Together with subject-matter representatives from school districts, other educators, and experts representing higher education, the curriculum frameworks were developed and submitted for review to the school districts. Approval by the State Board of Education followed. The first set of grades six through eight curriculum frameworks for mathematics, science, language arts, and social studies courses was distributed in 1986. In the following year curriculum frameworks for the remaining grade six through eight courses were adopted by the State Board of Education.

New curriculum frameworks are added or existing curriculum frameworks may be modified on an annual basis to accommodate changing curriculum requirements. Requests for new courses or for changes are received from school districts in the spring of each year. During the summer, requests are reviewed by various groups and individuals in the Department of Education before they are submitted for approval by the State Board of Education. Updates of the curriculum frameworks in the form of supplements are distributed to the districts following State Board approval.

Structure. The curriculum frameworks are organized by subject-matter are according to the areas listed in the Course Code Directory and Instructional Personnel Assignments for Florida Schools.

The curriculum frameworks are published in eight volumes. These are Foreign Languages, Humanities, Language Arts, Mathematics/Computer Education, Physical Education/Safety and Driver Education, Science/Health, Social Studies, and a volume containing a variety of subjects. The index which follows lists the specific subject-matter areas contained in each volume.

Each middle/junior high-school curriculum framework lists the **subject-matter area**, the **course number**, and the **course title**.

A section entitled "**Major concepts/content**" provides a statement of the purpose of the course and a listing of the course topics or content. Items in the section "**Intended outcomes**" describe the knowledge and skills the students will have once the course has been successfully completed. A category entitled "**Special note**" provides specific information about a course, such as legal requirements, laboratory activities, or exploratory wheel guidelines. (Exploratory courses are designed to allow educators to combine various courses listed in the course code directory. Districts determine the length of each course.) The curriculum framework structure is common to all middle/junior high-school curriculum frameworks.

While content and outcomes are specific, no prerequisites or instructional methods are incorporated in the frameworks. This provides districts with flexibility in sequencing their courses and in their approaches to instructional delivery. However, selected courses have performance standards that are adopted by the State Board of Education. These are not included in the frameworks, but may be obtained from the Department of Education.

Applications. Curriculum frameworks offer guidelines for specific course content. However, the delivery of the content may vary according to student needs and district policy. For instance, components of selected courses may be included in an exploratory wheel.

To receive the district's categorical program funding based on pro rata share of full-time equivalent student memberships as provided in 230.2319(7)(c), F.S., the following requirements must be met: Districts must use the curriculum frameworks to implement instructional delivery strategies that take interdisciplinary approaches. This includes the organization of students and teachers into interdisciplinary teams for instruction in the basic subject areas and the organization of teachers' time to ensure common planning time for team members. Instructional delivery must also include the allocation of a regularly scheduled block of time to provide structured and

unstructured small-group guidance activities that focus on the social and emotional growth of students, schedule, planning, and career guidance. Interdisciplinary instruction is to be provided by individual teachers.

For further information, please write or call:

Instructional Support Section
Division of Public Schools
Florida Department of Education
Tallahassee, Florida 32399
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Suncom 278 6547

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Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2100000 **Course Title:** M/J United States History, Basic

A. **Major concepts/content.** The purpose of this course is to acquire basic knowledge and understanding of the United States heritage and its relationship to the present.

The content should include, but not be limited to the following:

- the political, economic, technological, and social development of the United States from the exploration period through Reconstruction
- overview of the later major social, geographic, political, and economic issues that made a significant impact on contemporary United States

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Recognize relationships between past and present.
2. Understand the importance of physical and cultural geography on the development of the United States.
3. Identify important persons, events, and trends in United States history.
4. Identify important persons, events, and trends in Florida history.
5. Recognize that there are multiple interpretations of any historical event.
6. Identify the contributions by various ethnic and cultural groups to the development of the pluralistic society of the United States.
7. Understand cause and effect relationships in historical development.
8. Recognize the impact of values and ideals reflected in United States documents and symbols on past and present society.
9. Understand that scientific and technological changes have influenced the historical development of the United States.
10. Understand the basic concepts of the free-enterprise system as practiced in the United States.
11. Understand the rights, liberties, and obligations of citizenship.
12. Recognize the political development of the United States.

13. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-4, 8, and 10-13 must be met for a semester course.

Inclusion of outcomes 4, 8, 11, and 12 will allow this course to fulfill middle-school requirements for Florida History and Civics.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2100010 **Course Title:** M/J United States History

A. **Major concepts/content.** The purpose of this course is to acquire knowledge and understanding of the United States heritage and its relationship to the present.

The content should include, but not be limited to the following:

- the political, economic, technological, and social development of the United States from the exploration period through Reconstruction, with special emphasis on Florida's role in that development
- overview of the later major social, political, and economic issues that made a significant impact on contemporary United States

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Understand the relationships between past and present.
2. Explain the impact of cultural and physical geography on the development of the United States.
3. Explain the importance of individuals, events, and trends in United States history.
4. Explain the importance of individuals, events, and trends in Florida history.
5. Understand that there are multiple interpretations of any historical event.
6. Explain the significance of the contributions by various ethnic and cultural groups to the development of the pluralistic society of the United States.
7. Understand how cause and effect relationships precipitate change in the development of the United States.
8. Understand the impact of values and ideals reflected in United States historical documents and symbols on past and present society.
9. Explain how scientific and technological changes have influenced the historical development of the United States.
10. Explain the basic concepts of the free-enterprise system as practiced in the United States.
11. Understand the rights, liberties, and obligations of citizenship in various periods of United States history.

12. Understand the political development of the United States.

13. Use appropriate vocabulary, geographical, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-4, 8, and 10-13 must be met for a semester course.

Inclusion of outcomes 4, 8, and 11-13 will allow this course to fulfill middle-school requirements for Florida History and Civics.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2100020 **Course Title:** M/J, United States History, Advanced

A. Major concepts/content. The purpose of this course is to acquire comprehensive knowledge and understanding of the United States and its relationship to the present.

The content should include, but not be limited to the following:

- the political, economic, technological, and social development of the United States from the Exploration period through Reconstruction, with special emphasis on Florida's role in that development
- overview of the major social, geographical, political and economic issues that made a significant impact on contemporary United States

B. Intended outcomes. After successfully completing this course, the student will:

1. Analyze the relationships between past and present.
2. Analyze the relationships between the physical and cultural aspects of geography on the development of the United States.
3. Assess the impact that major individuals, events, and trends have had on United States history.
4. Assess the impact that major individuals, events, and periods have had on Florida history.
5. Understand that there are multiple interpretations of any historical event.
6. Analyze the significance of the contributions by various ethnic and cultural groups to the development of the pluralistic society of the United States.
7. Analyze how cause and effect relationships precipitate change in the development of the United States.
8. Analyze the impact of values and ideals reflected in United States historical documents and symbols on past and present society.
9. Evaluate how scientific and technological changes have influenced the historical development of the United States.
10. Analyze basic concepts of the free-enterprise system as practiced in the United States.

11. Compare the rights, liberties, and obligations of citizenship in various periods of United States History.

12. Analyze the political development of the United States.

13. Use appropriate vocabulary, geographical, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-4, 8, and 10-13 must be met for a semester course.

Inclusion of outcomes 4, 8, 11, and 12 will allow this course to fulfill middle-school requirements for Florida History and Civics.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2100030 **Course Title:** M/J Florida History

A. **Major concepts/content.** The purpose of this course is to provide an overview of the geography, history, government, and economic development of Florida.

The content should include, but not be limited to the following:

- geographic, historic, and time-space relationships
- the evolution of Florida's diverse heritage through Spanish, French, British, and American occupations
- Florida's native American population
- the United States annexation and territorial experience
- statehood
- Florida's role in sectionalism
- the Civil War and Reconstruction
- Florida's diverse geographic regions and population groups
- state government
- Florida's present-day problems and potentials
- the projection of Florida's future development

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Demonstrate basic geographic skills as they pertain to Florida and its relationship to the world.
2. Recognize the importance of individuals and various cultural and ethnic groups to Florida's history.
3. Identify major events and their importance to Florida's history.
4. Identify the rights and responsibilities as a citizen in the State of Florida.
5. Identify the structure and function of governmental levels within the State of Florida.
6. Recognize interrelationships among Florida's population, economy, technology and environment.
7. Identify the major problems facing present-day and future Floridians, including environmental, economic, social, and political.

8. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Inclusion of outcomes 2-5 and 8 will allow this course to fulfill middle-school requirements for Florida History and Civics.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2103000 **Course Title:** M/J Geography, Basic

A. **Major concepts/content.** The purpose of this course is to acquire a fundamental understanding of the physical environment and geographic regions of the world.

The content should include, but not be limited to the following:

- the study of world regions as they relate to topography, climate, political divisions, and natural resources
- interrelationships of people and their environment

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography.
2. Identify the geographic features and political divisions of the major regions of the world.
3. Describe the climatic conditions of the major regions of the world.
4. Describe the relationship between the processes of nature and the various physical/environmental conditions on earth.
5. Understand the relationship of environment to the development of culture.
6. State the relationship between economic development and the use and conservation of natural resources.
7. Recognize global interdependence.
8. Explain how people impact their physical environment.
9. Describe geographic factors that influence major social, economic, and political situations in the world.
10. Use appropriate vocabulary, geographic reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Inclusion of outcomes 1, 2, 4-6, and 10 will allow this course to fulfill the middle-school requirements for United States and World Geography.

Outcomes 1, 2, and 4-6, must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2103010 **Course Title:** M/J Geography

A. **Major concepts/content.** The purpose of this course is to acquire an understanding of the physical environment and geographic regions of the world.

The content should include, but not be limited to the following:

- the study of world regions as they relate to topography, climate, political divisions, and natural resources

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography.
2. Locate and describe the geographic features and political divisions of the major regions of the world.
3. Categorize and explain the climatic conditions of the major regions of the world.
4. Understand the relationship between the forces and processes of nature and the various physical/environmental conditions on the earth.
5. Understand the relationship between environment and the development of culture.
6. Explain the relationship between economic development and the use and conservation of natural resources.
7. Explain global interdependence.
8. Explain how people impact their physical environment.
9. Explain geographic factors that influence major social, economic, and political situations in the world.
10. Use appropriate vocabulary, geographic reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Inclusion of outcomes 1, 2, 4-6, and 10 allows this course to fulfill the middle-school requirements for United States and world geography.

Outcomes 1, 2, 4-6, and 10 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2103020 **Course Title:** M/J Geography, Advanced

A. **Major concepts/content.** The purpose of this course is to acquire an in-depth and comprehensive understanding of the physical environment and geographic regions of the world.

The content should include, but not be limited to the following:

- the study of world regions as they relate to topography, climate, political divisions, and natural resources
- interrelationships of people and their environments

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Demonstrate knowledge and use of maps, globes, charts, graphs, and other tools of geography.
2. Compare the geographic features and political divisions of the major regions of the world.
3. Compare the climatic conditions of the major regions of the world.
4. Interpret the relationship between the forces and processes of nature and the various physical/environmental conditions on earth.
5. Analyze the relationship between environment and the development of culture.
6. Analyze the relationship between economic development and the use and conservation of natural resources.
7. Analyze global interdependence.
8. Evaluate the impact people have on their physical environment.
9. Analyze geographic factors that influence major social, economic, and political situations in the world.
10. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Inclusion of outcomes 1, 2, 4-6, and 10 allows this course to fulfill the middle-school requirements for United States and world geography.

Outcomes 1, 2, 4-6, and 10 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2104000 **Course Title:** M/J Social Studies

A. **Major concepts/content.** The purpose of this course is to acquire basic knowledge and understanding of the various subdisciplines in the social studies.

The content should include, but not be limited to the following:

- the basic concepts and methodology of the social studies disciplines
- the interdisciplinary concepts of change, conflict, interdependence, choice, and environment
- development of reasoning and information-processing skills

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Understand the focus and methodology of the social studies/sciences and each of its subdisciplines.
2. Understand the interdisciplinary skills essential to the social studies.
3. Identify the relationships among the social studies.
4. Apply methods of social studies/sciences to contemporary problems.
5. Use social studies/sciences methods and concepts to develop an understanding of historical and contemporary Florida.
6. Use social studies/sciences methods and concepts to develop an understanding of the rights and responsibilities of citizenship.
7. Use appropriate vocabulary, geographic, reference/study, critical-thinking and decision-making skills.

C. **Special note.** Completion of one year of this course will fulfill the middle-school requirements in Florida History and Civics.

Outcomes 1-5 and 7 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2106000 **Course Title:** M/J Civics, Basic

A. **Major concepts/content.** The purpose of this course is to prepare students to participate as informed citizens of their community, the State of Florida, and the United States of America. This course provides them with the fundamental knowledge and skills necessary to function in our society. The basic understanding of the purpose and goals of our democratic society will be developed to instill a feeling of pride and patriotism for our system.

The content should include, but not be limited to the following:

- the United States Constitutional government
- the free-enterprise system
- the legal system
- the development, structures, and functions of local, state, and national governments within the United States Constitutional and economic frameworks
- contemporary social issues
- the role of the individual in our democratic system
- the rights, responsibilities, and obligations of a citizen

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Demonstrate a basic understanding of the legal, political, economic, and social systems and traditions of the United States.

2. Identify the major ideas and events that have influenced the development of our local, state, and federal governments.

3. Recognize the structures and functions of local, state, and federal governments under the frameworks of the constitution of Florida and the Constitution of the United States.

4. Demonstrate an understanding of the duties, rights, and responsibilities of a citizen within our society.

5. Recognize the importance of participation in community service, civic improvement, and political activities.

6. Demonstrate a basic understanding of the contemporary social issues that affect our political, economic and social systems.

7. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-3 and 7 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2106010 **Course Title:** M/J Civics

A. **Major concepts/content.** The purpose of this course is to is to prepare students to participate as informed citizens of their community, the State of Florida, and the United States of America. This course provides them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed to instill a feeling of pride and patriotism for our system and a desire to participate in its function.

The content should include, but not be limited to the following:

- the United States Constitutional government
- the free-enterprise system
- the legal system
- the development, structures, and functions of local, state, and national governments within the Constitutional and economic frameworks
- understanding of contemporary social issues
- realization of the role of the individual in our democratic system
- understanding of the rights, responsibilities, and obligations of citizens

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Explain the legal, political, economic, and social systems and traditions of the United States.

2. Explain how major ideas and events have influenced the development of our local, state, and federal governments.

3. Identify the structures and functions of local, state, and federal governments under the frameworks of the constitution of Florida and the Constitution of the United States.

4. Explain the duties, rights, and responsibilities of a citizen within our society.

5. Explain the importance of participation in community service, civic improvement, and political activities.

6. Explore contemporary social issues that affect our political, economics, and social systems.

7. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-3 and 7 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2106020 **Course Title:** M/J Civics, Advanced

A. **Major concepts/content.** The purpose of this course is to prepare students to participate as informed citizens of their community, the State of Florida, and the United States of America. This course provides them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system.

The content should include, but not be limited to the following:

- analysis of the United States Constitutional government
- analysis of the free-enterprise system
- analysis of the legal system
- analysis of the development, structures and functions of local, state, and national governments within the Constitutional framework
- contemporary social issues
- the role of the individual in our democratic system
- the rights, responsibilities, and obligations of citizens

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Demonstrate an understanding of the legal, political, economic, and social systems and traditions of the United States and their interrelationships.

2. Analyze major ideas and events in our history that have influenced the development of our local, state, and federal governments.

3. Analyze the structures, functions, and interactions among local, state, and federal governments under the frameworks of the constitution of Florida and the Constitution of the United States.

4. Evaluate the importance of the duties, rights, and responsibilities of a citizen within our society.

5. Evaluate the importance of participation in community service, civic improvement, and political activities.

6. Analyze the contemporary social issues that affect our political, economic, and social systems.

7. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-3 and 7 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2106030 **Course Title:** M/J Law Studies

A. **Major concepts/content.** The purpose of this course is to provide an introductory examination of our criminal and civil justice systems. Students will identify the need for law and the basis for our legal system.

The content should include, but not be limited to the following:

- causes and effects of crime
- consumer frauds
- consumer protection
- the individual's role in helping to maintain a just society based on law

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Identify selected basic Constitutional rights protected by the Amendments to the Constitution and define selected law-related concepts.
2. Understand the need for legislation, the limitations of legislators, and the citizen's role in the process of lawmaking.
3. Understand selected historical antecedents of our laws, the basis for the creation of laws and recognize the two main branches of the law.
4. Understand basic criminal law terms, criminal offenses, and classifications of crimes.
5. Identify the basic elements of the criminal-law process, the jury, and the criminal-court systems.
6. Identify government and private law-related agencies and recognize the citizen's role in law enforcement.
7. Identify basic elements of criminal problems and suggest feasible solutions.
8. Understand the costs involved in the operation of our legal system and recognize the crimes for which the citizenry pays.
9. Identify key jobs in criminal and consumer law areas and describe the functions of each.
10. Analyze the relationship between the consumer and his or her needs and wants and how needs are created and wants are attained.

11. Explain consumer-law-related terms, violations, and the individual's role in consumer-law enforcement and change.
12. Investigate the legal enforcement of consumer rights.
13. Identify and evaluate various forms of appeals available to the prospective consumer.
14. Identify basic elements of common consumer problems and suggest feasible solutions.
15. Use appropriate vocabulary, geographical, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** None

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2109000 **Course Title:** M/J Introduction to World Cultures, Basic

A. **Major concepts/content.** The purpose of this course is to acquire an understanding of the basic constructs related to the development of civilizations and their impact on our contemporary world. This will be accomplished by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity.

The content should include, but not be limited to the following:

- the development of civilizations in historical and geographical settings
- personalities and events that have significantly influenced culture and history
- major political, economic, social and religious beliefs and institutions of selected eastern and western cultures

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Identify significant events and contributions of past civilizations that have influenced contemporary civilizations.
2. Understand that geography has had a significant influence on the development of civilizations and societies.
3. Recognize significant individuals, events, and characteristics of historical periods.
4. Understand that there is diversity in world cultures.
5. Identify the major political, economic, social, and religious beliefs and institutions of selected eastern and western cultures.
6. Understand that change is preceded by cause and followed by effect.
7. Recognize that civilization is influenced by science and technology.
8. Identify selected world problems and suggest possible solutions and consequences.
9. Recognize that societies throughout the world are interdependent.
10. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-6 and 10 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2109010 **Course Title:** M/J World Cultures

A. **Major concepts/content.** The purpose of this course is to acquire an understanding of the development of civilizations and their impact on our contemporary world. This will be accomplished by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity.

The content should include, but not be limited to the following:

- the development of civilizations in historical and geographical settings
- personalities and events that have significantly influenced culture and history
- major political, economic, social, and religious beliefs and institutions of selected eastern and western cultures

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Understand how contemporary civilizations have been influenced by events and contributions of past civilizations.
2. Understand the significance of geography for the development of civilization and societies.
3. Recognize significant individuals, events, and characteristics of historical periods.
4. Recognize the impact of cultural diversity on the development of civilization.
5. Describe the major political, economic, social, and religious beliefs and institutions of selected eastern and western cultures.
6. Identify major changes in societies and determine the causes and effects of these changes.
7. Understand the impact of science and technology on civilization.
8. Identify and analyze selected world problems and suggest possible solutions and consequences.
9. Identify examples of interdependence among societies throughout the world.
10. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-6 and 10 must be met for a semester course.

Florida Department of Education
CURRICULUM FRAMEWORK - GRADES 6-8

Subject Area: Social Studies

Course Number: 2109020 **Course Title:** M/J World Cultures, Advanced

A. **Major concepts/content.** The purpose of this course is to analyze the development of civilizations and evaluate their impact on our contemporary world. This will be accomplished by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity.

The content should include, but not be limited to the following:

- the development of civilizations in historical and geographical settings
- personalities and events that have significantly influenced culture and history
- major political, economic, social, and religious beliefs and institutions of selected eastern and western cultures

B. **Intended outcomes.** After successfully completing this course, the student will:

1. Explain how significant events and contributions of past civilizations have influenced contemporary civilizations.
2. Analyze the impact of geographical factors on the development of civilizations and societies.
3. Assess the significance of individuals, events, and characteristics of historical periods.
4. Analyze the impact of cultural diversity on the development of civilization.
5. Compare major political, economic, social, and religious beliefs and institutions of selected eastern and western cultures.
6. Infer the causes and effects of major changes in society.
7. Evaluate the impact of science and technology on civilization.
8. Suggest and evaluate possible solutions to selected world problems.
9. Explain and give examples of interdependence among societies throughout the world.
10. Use appropriate vocabulary, geographic, reference/study, critical-thinking, and decision-making skills.

C. **Special note.** Outcomes 1-6 and 10 must be met for a semester course.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer